

REPORT ON THE UNIVERSITY LIBRARY

To the Chancellor, the Chairman and
Members of the Board of Governors,
and the Principal.

Gentlemen:

With your concurrence and interest I have been concerned to survey the present state of the university library, to judge its adequacy for contributing toward the achievement of the educational aims of the university's undergraduate program, and to make such recommendations as may seem appropriate. While I have perforce concentrated my attention on the library's relationship to the undergraduate program, it must always be understood that the library serves both students and faculty. In addition to undergraduate materials it must provide considerable material and information which will contribute to faculty development, and so indirectly affect the education of the students.

Sir George Williams can no longer be considered a young university chronologically. It has, however, followed a unique path of development and because of the concern for meeting the needs of students not provided for in other institutions it has preserved an atmosphere of experiment and innovation, and a youthfulness of outlook. It will be important for the future growth of the university, both from the viewpoint of our own students, and in relation to our place and reputation in the academic world, that the library develop parallel with the growth of the other academic departments. Indeed there is a considerable backlog to be made up before parallel growth would seem desirable. The availability of an adequate and growing library collection and services will undoubtedly become a factor of increasing significance in securing and holding first rate faculty members in the years ahead when, by every indication, there will be a shortage of well-trained academic staff.

While my comments are based on the university's needs for undergraduate instruction, there must always lie in the background the inevitability of graduate study being offered in the not too distant future. The trend of events in the academic world leave little room for doubt about this.

With each decision to broaden its activities the university has advanced, and in the context of time and circumstance these decisions were inevitable. It is now appropriate to examine the library and consider its place and function within the university.

The university, facing a period of expansion in enrolment, in faculty, and physical plant, as well as a diversification of its academic program and an improvement in the quality of its work must examine the role, resources and services of the library. First, how adequate is the library--its collection, its physical plant, its services to staff and students? How adequate are these for our present enrolment? What must be done to provide adequately for the enrolments projected for the future? Second, what role has the library played in the educational program of the university in the past? What role should be developed for it in the future?

Resources and Services--Past and Present

A brief examination of the growth of the university and the library will bring the picture into perspective. One of the factors which may have obscured the library problem to some extent in the past is the question of how to evaluate the part-time student enrolment for library purposes. A recent study of the 1962-63 part-time enrolment made by the Records Office revealed that the average part-time student carries 36% of a full-time class load. Hence for recent years when it seemed probable that this pattern held I have added to the number of full-time day students 36% of the part-time enrolment to yield a figure for the equivalent full-time student enrolment. The equivalent full-time student enrolment figure is the relevant one when attempting to assess the size of collection that is needed to serve the academic ends of the university.

Table I presents the figures for Enrolment and Collection from 1945, including comparisons with the Standards for College Libraries prepared by the Association of College and Research Libraries of the American Library Association. Chart I shows graphically the growth of equivalent full-time student enrolment: Chart II the size of collection recommended as appropriate to enrolment, and the actual collection as it has developed at the university: Chart III shows the percentage relationship of our collection to that recommended by the Standards.

To place the Standards in perspective the following passage appearing in the Standards under the heading "Function of the College Library" is quoted verbatim.

"The college library should be the most important intellectual resource of the academic community. Its services, given by a competent staff of adequate size, should be geared to implement the purposes of the college's general program and to meet the specific educational objectives of the institution. Its collections should aim at presenting the heritage of Western and Eastern thought in all its richness, but should stress those particular areas which are central to the curriculum of the institution. No artificial barriers should separate the library from the classroom or the library staff from the teaching faculty. Beyond supporting the instructional program to the fullest extent, the library should endeavor to meet the legitimate demands of all its patrons, from the senior professor engaged in advanced research to the freshman just entering upon the threshold of higher learning, to stimulate and encourage the student to develop the lifelong habit of good reading, and to play its proper role in the community and in the wider realm of scholarship beyond the campus."

The general conception of the university's program implied and stated in this passage matches the aims and purposes inherent in the program of Sir George Williams University.

Table I

| Academic Year | Enrolment | | | | Collection | | |
|---------------|--------------------------------|-------|-----------|------------|--------------|-------------|-------------------------|
| | Equivalence Factor for Evening | Day | EFTS Eve. | Total EFTS | ALA Standard | Actual | Actual as % of Standard |
| 1945-46 | *33% | 557 | 419 | 976 | 68,800 | 12,684 | 18% |
| 46-47 | 33% | 837 | 477 | 1,314 | 85,700 | 14,504 | 17% |
| 47-48 | 33% | 719 | 566 | 1,285 | 84,200 | 16,350 | 19% |
| 48-49 | 33% | 764 | 659 | 1,423 | 91,100 | 18,649 | 20% |
| 49-50 | 33% | 818 | 779 | 1,597 | 99,800 | 20,899 | 21% |
| 1950-51 | 33% | 740 | 818 | 1,558 | 97,900 | 21,633 | 22% |
| 51-52 | 33% | 717 | 888 | 1,605 | 100,200 | 23,078 | 23% |
| 52-53 | 33% | 667 | 961 | 1,628 | 101,400 | 23,900 | 24% |
| 53-54 | 33% | 732 | 1,037 | 1,769 | 108,400 | 24,750 | 23% |
| 54-55 | 33% | 740 | 1,035 | 1,775 | 108,700 | 25,975 | 24% |
| 1955-56 | 33% | 794 | 1,107 | 1,901 | 115,000 | 27,100 | 24% |
| 56-57 | 33% | 969 | 1,428 | 2,397 | 139,800 | 28,800 | 21% |
| 57-58 | 33% | 1,207 | 1,537 | 2,744 | 157,200 | 31,225 | 20% |
| 58-59 | 33% | 1,420 | 1,597 | 3,017 | 170,800 | 33,475 | 18% |
| 59-60 | 33% | 1,586 | 1,679 | 3,265 | 183,200 | 35,134 | 19% |
| 1960-61 | **36% | 1,775 | 1,956 | 3,731 | 206,500 | 38,037 | 18% |
| 61-62 | 36% | 2,076 | 2,262 | 4,338 | 236,900 | 46,086 | 19% |
| 62-63 | 36% | 2,415 | 2,230 | 4,645 | 252,200 | 52,450(Est) | 21% |
| 63-64 | 36% | 2,698 | 2,300 | 4,998 | 269,900 | | |
| 64-65 | 36% | 2,906 | 2,300 | 5,206 | 280,300 | | |
| 1965-66 | 36% | 3,074 | 2,300 | 5,374 | 288,700 | | |
| 66-67 | 36% | 4,000 | 3,600 | 7,600 | 400,000 | | |

* 1945-60 - have used 33% as Equivalence Factor for evening students, i.e. an evening student carried on average 33% of the program of a full-time day student. This is an estimate and the actual was probably closer to 40%.

** 1960-67 - have used 36% as Equivalence Factor, i.e. an evening student carried an average of 36% of the program of a full-time day student. Based on an analysis of 1962-63 evening students made by the S.G.W.U. Records Office.

Chart I

Equivalent Full-Time Student Enrolment

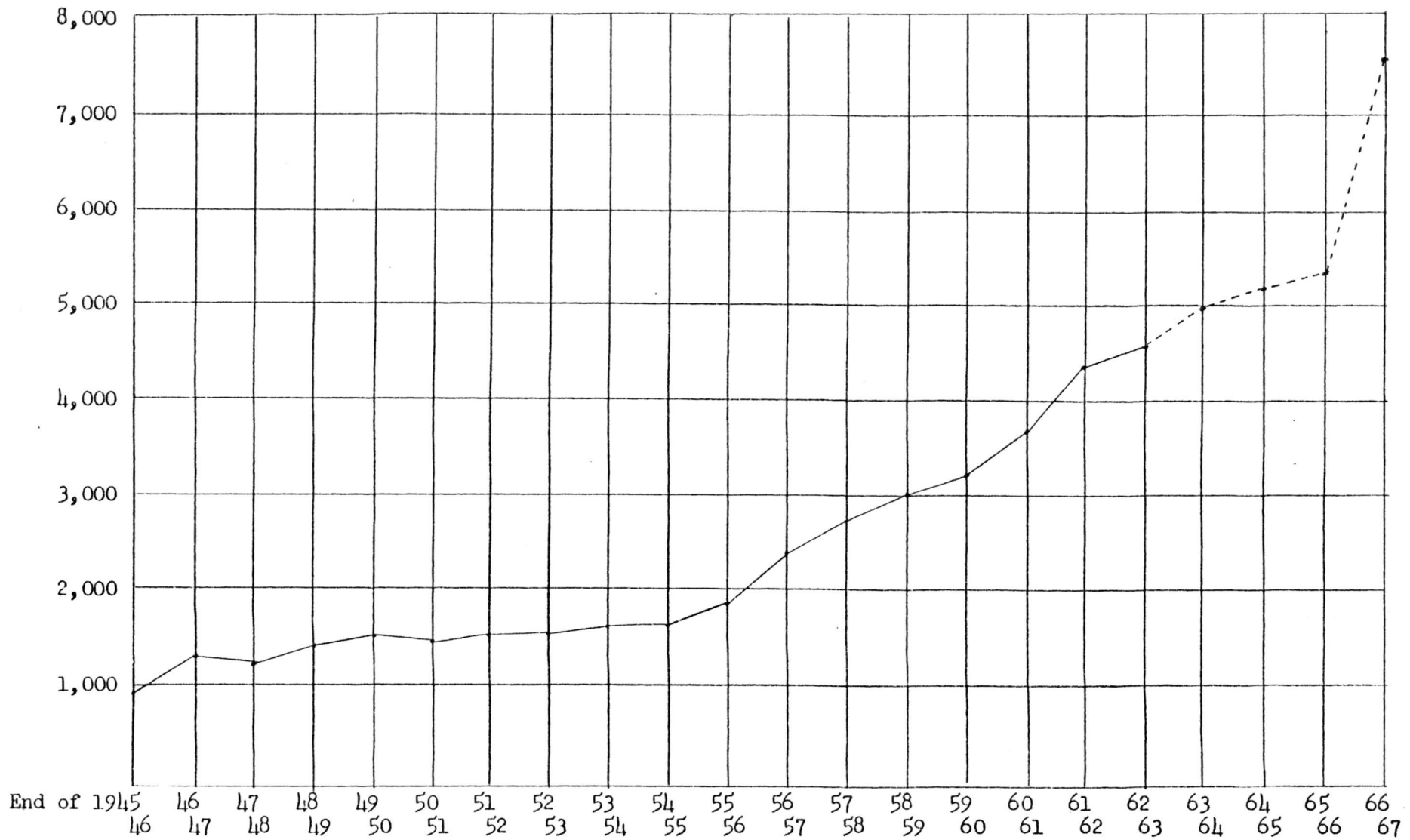


Chart II

Sir George Williams University Collection: A.L.A. Standard and Actual

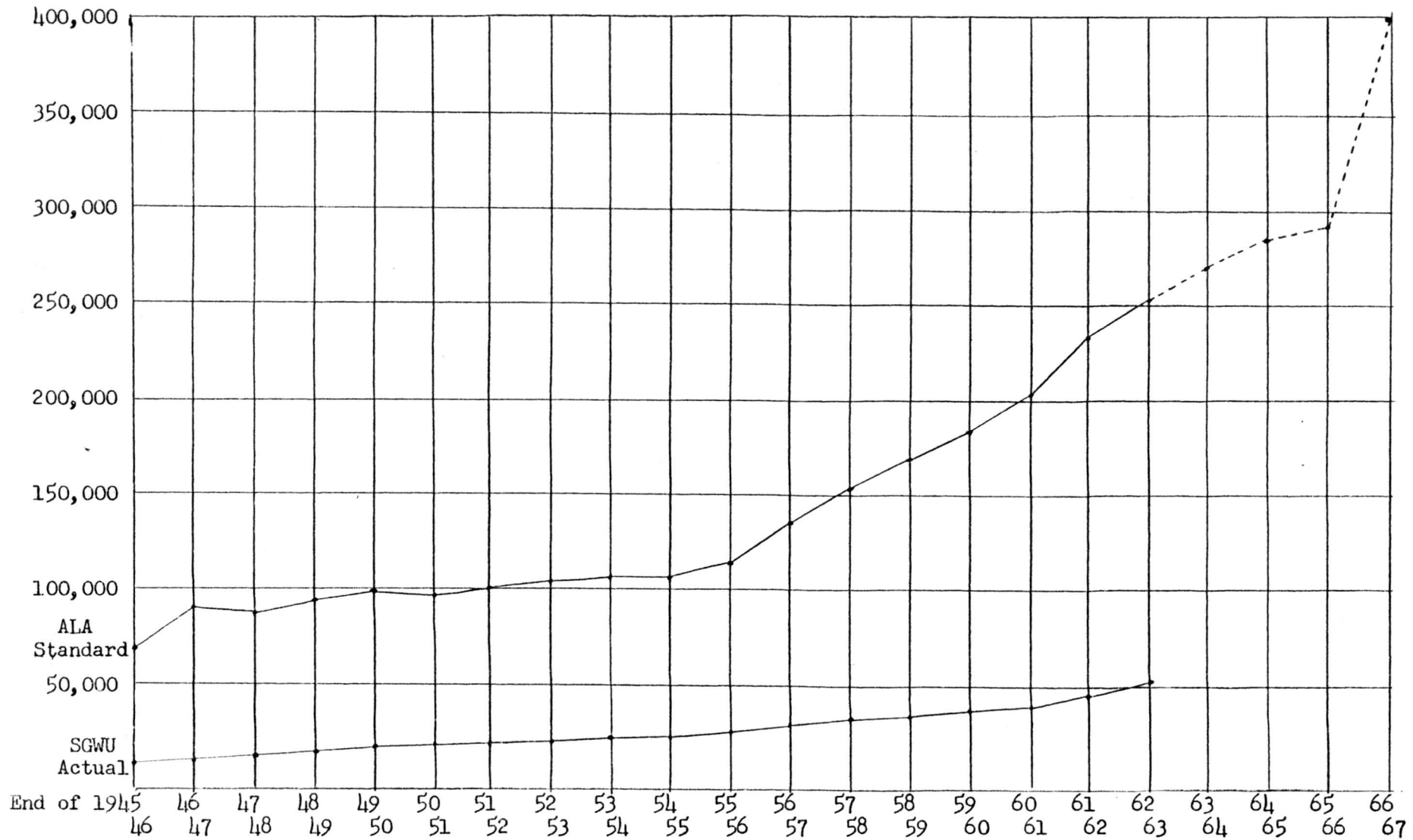
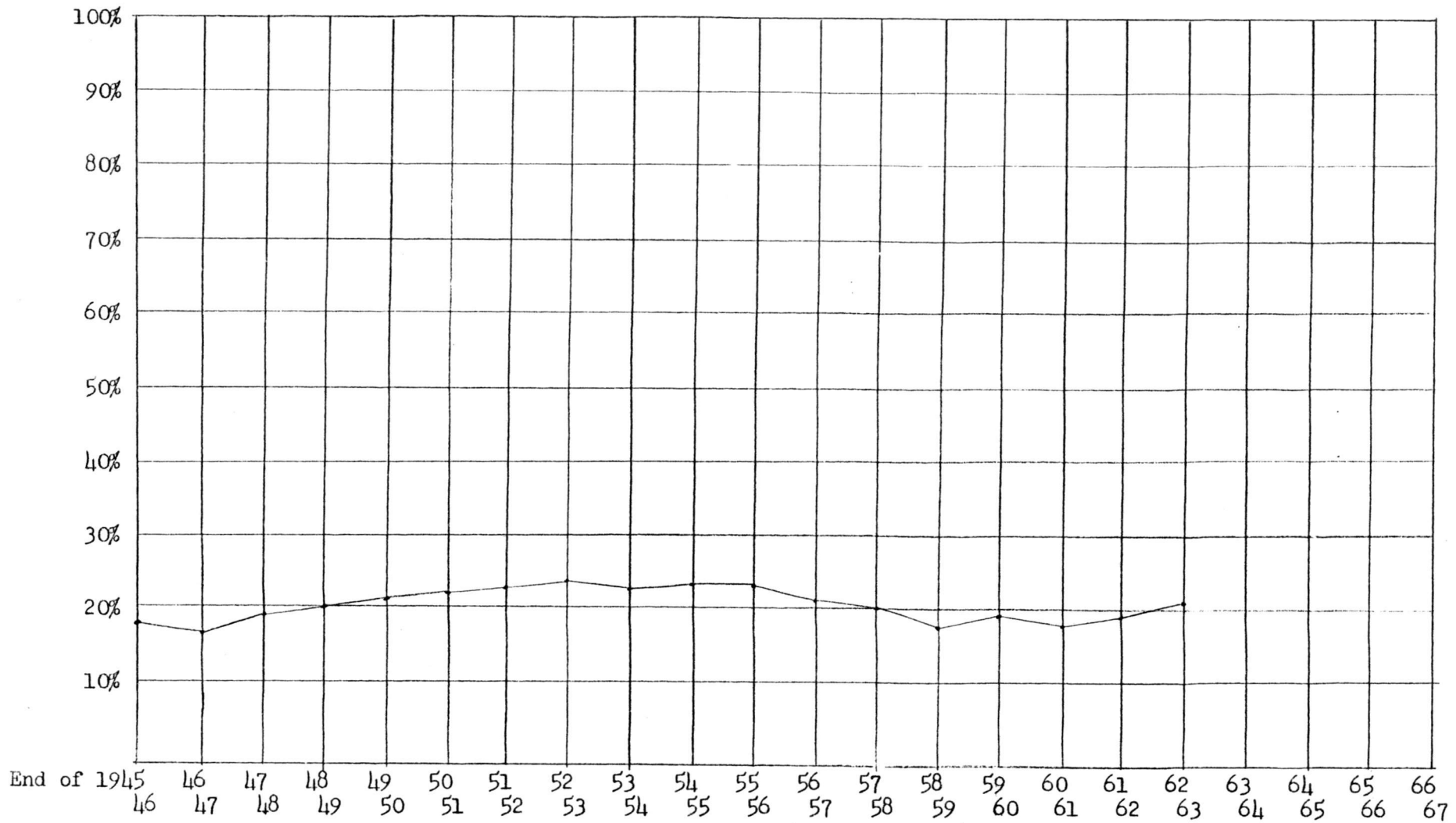


Chart III

Sir George Williams University Collection as a % of that Recommended by A.L.A. Standards
(based on enrolment)



In order to indicate how the standards apply to the Canadian university scene Table II has been prepared in which the collections of a selected group of Canadian universities are compared with the recommendations of the Standards. These universities were selected because their student enrolments were similar in numbers to ours, or because they were rapidly growing institutions such as ours. The picture revealed by the table indicates, if anything, that the Standards are too low for the current level of Canadian university training. At the very least they cannot be regarded as proposing an extravagant goal.

Bringing the implications of this situation to a more immediate level Table III indicates the library resources which students and faculty can expect to find in each of this group of selected institutions--the number of volumes per full-time student. Both Tables II and III reveal that with one or two exceptions the rapid increase in enrolment over the last four years has not been matched by a proportionate increase in the support of the libraries.

The striking comparison, however, lies between the consistently meagre resources available to students and faculty of Sir George Williams as compared to other universities. In 1961-62 Sir George Williams could make available 10.4 volumes per full-time student while the next lowest is four times that--40 volumes per student at Saskatchewan, and the highest is Queen's with 106.

One other fact is evident--Carleton, Victoria (B.C.), Assumption, and Waterloo University have been following vigorous acquisition programs to build up their collections, considering their sizes. Each of these young universities had a larger collection in 1958-59 than Sir George Williams had in 1961-62, and a smaller enrolment than Sir George Williams had then or now. Waterloo University has been devoting a sufficient proportion of its resources to its library development that despite the bulge of enrolment it has made a relative as well as an actual improvement in the size of its collection.

Another measure which indicates something of the probable adequacy of the library's resources is the library expenditure per full-time student. Table IV outlines this for the selected group of universities for the last four years. These figures do not include capital expenditures for buildings or permanent durable equipment, but do cover current operating costs of the libraries concerned.

Again it is evident that the gap between the level of library expenditure at Sir George Williams and the universities of this group is such as to indicate weakness of library service. Our low level of library expenditure reflects a number of things.

1. An inadequate acquisition of books and other library materials including micro-materials, reference materials, records, films, slides, audio-visual materials, current journals and periodicals, and back runs of journals and periodicals as well.

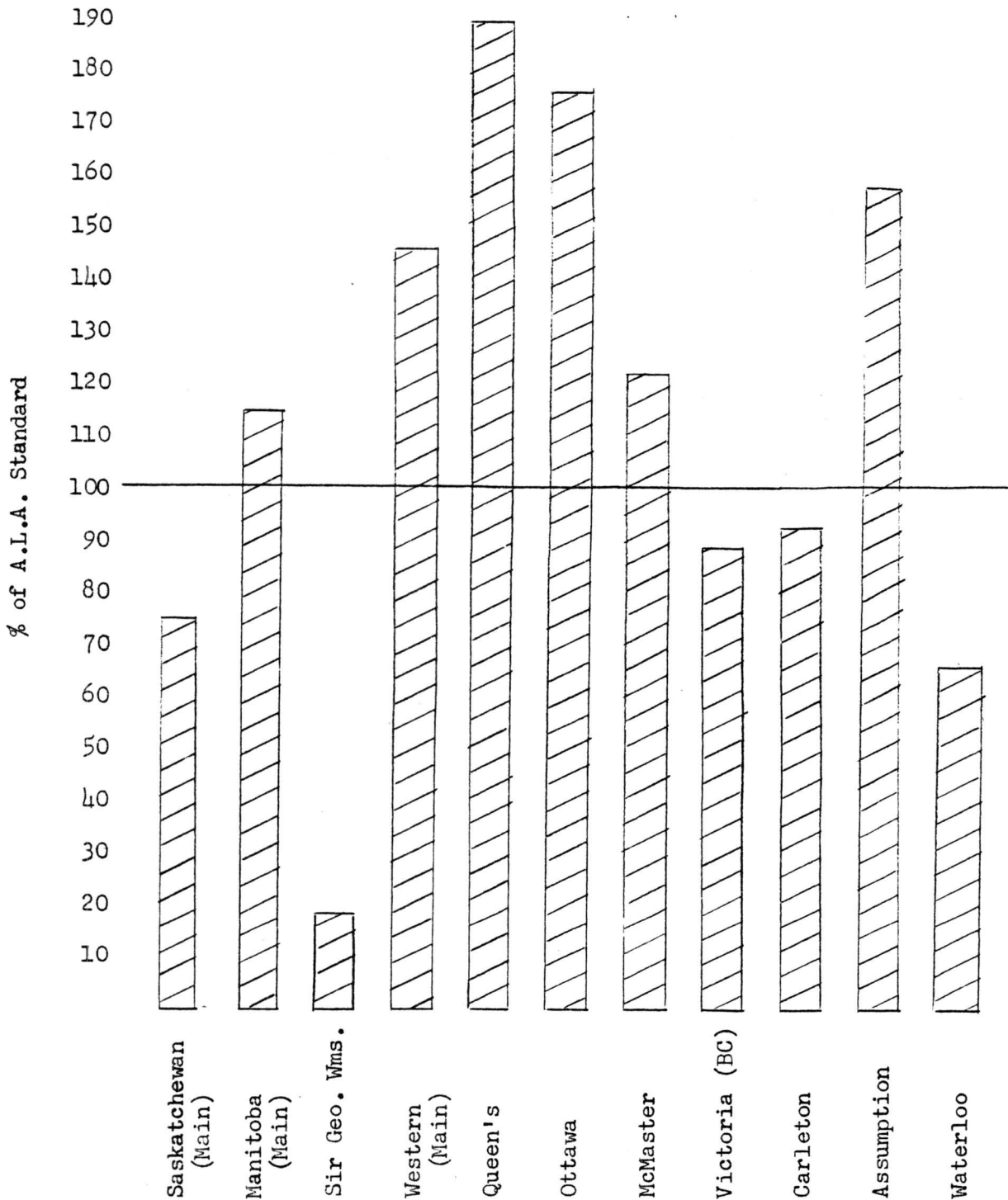
Table II

| Book Collections of Selected University Libraries ⁽¹⁾ | | | | | |
|--|-------------------|---------------|---------|---------|---------|
| Institutions arranged by enrolment - 1961-62 | | 1958-59 | 1959-60 | 1960-61 | 1961-62 |
| Saskatchewan (Main) | Number of Volumes | 175,100 | 185,770 | 205,719 | 219,500 |
| | ALA Standard | 210,350 | 228,950 | 261,400 | 294,650 |
| | % of ALA Standard | 84% | 81% | 79% | 74% |
| Manitoba (Main) | Number of Volumes | 210,981 (Est) | 220,981 | 230,494 | 278,899 |
| | ALA Standard | 198,450 | 217,900 | 228,300 | 241,650 |
| | % of ALA Standard | 106% | 102% | 101% | 116% |
| Sir Geo. Wms. | Number of Volumes | 33,475 | 35,134 | 38,037 | 46,086 |
| | ALA Standard | 170,800 | 183,200 | 206,500 | 236,900 |
| | % of ALA Standard | 18% | 19% | 18% | 19% |
| Western (Main) | Number of Volumes | 245,575 | 263,442 | 278,240 | 299,394 |
| | ALA Standard | 151,750 | 159,600 | 183,950 | 205,800 |
| | % of ALA Standard | 162% | 165% | 151% | 146% |
| Queen's | Number of Volumes | 318,544 | 329,224 | 341,067 | 354,938 |
| | ALA Standard | 161,800 | 163,150 | 172,650 | 187,600 |
| | % of ALA Standard | 197% | 201% | 200% | 189% |
| Ottawa | Number of Volumes | 272,700 | 292,735 | 305,625 | 323,900 |
| | ALA Standard | 137,800 | 152,450 | 164,950 | 184,700 |
| | % of ALA Standard | 198% | 192% | 185% | 175% |
| McMaster | Number of Volumes | 112,684 | 118,872 | 127,547 | 137,541 |
| | ALA Standard | 82,100 | 87,650 | 100,800 | 113,950 |
| | % of ALA Standard | 137% | 135% | 126% | 121% |
| Victoria (BC) | Number of Volumes | 57,336 | 64,314 | 82,162 | 92,702 |
| | ALA Standard | 61,750 | 71,200 | 88,400 | 103,700 |
| | % of ALA Standard | 93% | 90% | 93% | 89% |
| Carleton | Number of Volumes | 52,901 | 69,397 | 78,771 | 89,604 |
| | ALA Standard | 59,300 | 63,750 | 77,050 | 97,650 |
| | % of ALA Standard | 89% | 109% | 102% | 92% |
| Assumption | Number of Volumes | 111,218 | 118,455 | 127,555 | 143,299 |
| | ALA Standard | 65,600 | 69,100 | 79,250 | 90,600 |
| | % of ALA Standard | 170% | 171% | 161% | 158% |
| Waterloo | Number of Volumes | Not available | 13,809 | 28,818 | 48,500 |
| | ALA Standard | | 50,000 | 60,800 | 75,250 |
| | % of ALA Standard | | 28% | 47% | 64% |

(1) N.B. See also Chart IV, p. 9a, which presents a graphic comparison for the year 1961-62.

Chart IV

Collections of Selected University Libraries 1961-62 as a Percentage
of that Recommended by the A.L.A. Standards (1)



(1) Based on figures in Table II (p. 9), the column headed "1961-62".

Table III

| Enrolment and Number of Volumes per Full-Time Student in Selected University Libraries | | | | | |
|---|-------------------------------------|--------------|--------------|--------------|--------------|
| Institutions arranged by enrolment - 1961-62 | | 1958-59 | 1959-60 | 1960-61 | 1961-62 |
| Saskatchewan (Main) | Enrolment Vols. per f.t. student | 3,807 46 | 4,179 44 | 4,828 43 | 5,493 40 |
| Manitoba (Main) | Enrolment Vols. per f.t. student | 3,569 67 | 3,958 56 | 4,166 55 | 4,433 63 |
| Sir Geo. Wms. | Enrolment Vols. per f.t. student | 3,017 11 | 3,265 11 | 3,731 10 | 4,338 10 |
| Western (Main) | Enrolment Vols. per f.t. student | 2,633 93 | 2,792 94 | 3,279 85 | 3,716 81 |
| Queen's | Enrolment Vols. per f.t. student | 2,836 113 | 2,863 115 | 3,053 112 | 3,352 106 |
| Ottawa | Enrolment Vols. per f.t. student | 2,356 116 | 2,649 110 | 2,899 105 | 3,294 98 |
| McMaster | Enrolment Vols. per f.t. student | 1,242 91 | 1,353 88 | 1,616 79 | 1,879 73 |
| Victoria (BC) | Enrolment Vols. per f.t. student | 835 69 | 1,024 63 | 1,368 60 | 1,674 55 |
| Carleton | Enrolment Vols. per f.t. student | 786 67 | 875 79 | 1,141 69 | 1,553 58 |
| Assumption | Enrolment Vols. per f.t. student | 912 122 | 982 121 | 1,185 108 | 1,412 100 |
| Waterloo | Enrolment Vols. per f.t. student | 930 27 | 596 23 | 816 35 | 1,105 44 |

Table IV

| Library Expenditure per Full-Time Student for Selected Universities | | | | |
|--|----------------------|---|-------------|-------------|
| Institutions arranged by enrolment - 1961-62 | Enrolment 1961-62 | Library Expenditure per Full-Time Student | | |
| | | 1959-60 (1) | 1960-61 (2) | 1961-62 (3) |
| Saskatchewan | 5,493 | \$ 48.75 | \$ 51.51 | \$ 56.99 |
| Manitoba | 4,433 | 46.08 | 58.12 | 74.65 |
| Sir George Williams (4) | 4,338 | 20.19 | 27.87 | 36.00 |
| Western (Main library) | 3,716 | 76.80 | 73.48 | 77.12 |
| Queen's | 3,352 | 55.74 | 65.75 | 67.51 |
| Ottawa | 3,294 | 60.40 | 56.92 | 62.23 |
| McMaster | 1,879 | 143.99 | 141.38 | 161.15 |
| Victoria (B.C.) | 1,674 | 98.90 | 112.62 | 151.72 |
| Carleton | 1,553 | 116.69 | 91.57 | 95.98 |
| Assumption | 1,412 | 150.49 | 139.55 | 127.36 |
| Waterloo | 1,105 | 138.80 | 162.23 | 151.27 |

(1) D.B.S. Survey of Libraries, Part II, Academic Libraries, 1959-60, p.36.

(2) D.B.S. University and College Libraries, Academic Year 1960-61, preliminary release, p. 2.

(3) D.B.S. University and College Libraries, Academic Year 1961-62, preliminary release, pp. 4-5.

(4) For Sir George Williams, equivalent full-time student enrolment for each year divided into library expenditures adjusted to an academic year basis.

2. An extremely rudimentary level of service restricted to circulation of books, and a minimal reference and bibliographic service, and not including facilities and equipment for the use of common micro-materials, listening to records or viewing slides for fine arts assignments, the service and pre-viewing of films and other audio-visual materials for teaching use.
3. The inadequate establishment for trained staff at both the professional and clerical and technical levels has made it impossible to develop our services beyond this rudimentary level.
4. The poor design of our present quarters combined with an inadequate collection make it next to impossible to permit free access to books in the stacks so that students may browse, investigate, and sample books related to their educational growth directly from the shelves. This means that one of the greatest educational values of a collection, direct personal access, is lost because circumstances always force students to work through the card catalogue to secure their books.

Collection

To serve our 1962-63 enrolment the Standards suggest that we should possess approximately 252,000 volumes. We will have at the end of the academic year approximately 52,000 volumes or about 21% of the recommended standard. It is the considered opinion of most Canadian university librarians based on their experience that a proper university program involving, as ours does, the full range of subject fields cannot be adequately presented and supported with a library collection of less than 100,000 volumes. The reason for this stems from the tremendous variety of subjects on which books are published and must be available for study. For example, in the United States alone in 1962 there were 18,000 individual new books published in the English language alone, and some 3,000 reprints of previously published works. Add to this the additional titles published in English in other countries, the output of periodicals, journals, and government publications, and foreign language publications, and it is readily understandable that a minimum collection of 100,000 volumes is not extravagant if a proper university program is to be pursued. In addition we have and will continue to have a number of heavily enrolled classes for which we must provide heavy planned duplication of books so that students can complete work assigned to them. This situation poses a serious problem for faculty members and students alike.

Under present conditions many professors are forced to tailor their course presentation according to the materials available in the library rather than in the fashion that the subject matter would logically dictate. They are frequently required to present information in an authoritarian manner because the library lacks the necessary books to which students might be referred to examine the question from several viewpoints.

Students on the other hand are often faced with serious problems. We may not possess the necessary information for the work that is assigned to them in some cases. Or we may have insufficient copies so that the student has great difficulty and experiences delay in getting it. The result in either case is a less competent graduate than should be expected by the university and the community. One side effect of this situation is to encourage hard pressed students to adopt devious and illicit schemes for securing books from our library and from others in the Montreal area.

The Collection - As Seen by the Faculty

To gain a better picture of the strengths and weaknesses of the library's collection I requested each department head to prepare an assessment of the collection in his field. The following comments are based on the submissions received from the heads of the subject departments.

Natural Sciences

In the sciences our acquisition of currently published books is fair to inadequate depending on the subject. Our holdings of older standard titles is weak, as are our holdings of reference and bibliographic works, handbooks, etc. While the coverage of our current subscriptions to journals is improving it is still not good, but even more serious is the lack of back runs of journals needed for advanced undergraduate work. This again is an area where we will probably have to rely heavily on micro-materials to fill our gaps and hence will need facilities to adequately house micro readers.

The weakness of the collection of books and journals is a particularly severe problem for engineering, a field in which we have just committed ourselves to presenting a full five year program of professional training; and we must be able to secure accreditation for the course by the time the first class graduates. The size and quality of the collection will not only influence the work of the students, but may very well be one of the significant factors on which the accrediting body may base its decision.

Humanities

While there is variation from one subject to another the comment from the head of the English department with respect to the acquisition of currently published books would find general application-- "The rate at which we are acquiring currently published books is the least unsatisfactory aspect of the library's collection..." While undoubtedly the range of current acquisitions could well stand broadening, even more serious are gaps in the collection of standard authors and criticism. In the field of the modern languages we are very weak in French and possess virtually nothing of significance in German, Spanish, or modern Hebrew (except for 69 titles just donated to the library) in each of which we offer courses. Classics and Philosophy are in a similar position with the chief weakness being in works published in earlier years. In the area of bibliographic and reference works we are weak in most of these fields, while in several of them additions to our holding of periodicals are required for the adequate provision of undergraduate work.

In Fine Arts besides weakness in our holdings of major theoretical works, books on music and drama, and fine arts reference sets, we face the problem of supplying an adequate collection of slides, records, and reproductions, along with viewing and listening facilities, and space for the storage and display of reproductions of works of art.

Social Sciences

In the social sciences the acquisition of currently published books while not adequate, permits fair coverage. There are grave weaknesses in our holdings of classical works in several fields. One serious problem arises from the fact that we cannot afford to purchase a sufficient number of copies of certain works needed for large enrolment courses--this was

particularly noted in the submissions of the psychology and political science departments. As for periodicals, several departments noted a need for additional subscriptions to journals, while all departments drew attention to the serious problem created by the lack of back runs of a great number of standard journals. The social sciences feel most severely the lack of a collection of government and United Nations publications, series dealing with statistical, demographic, economic, and other information of vital importance to the study of the contemporary world. Our provision of reference and bibliographic materials is by no means adequate. The feeling of frustration experienced by many departments found succinct expression in the submission of the history department. "With regard to your memo concerning the adequacy of the library holdings, I should like to begin by pointing out the inadequacy of the word "adequate" in this connection. I shall define "adequate" for purposes of this memo as meaning "that which enables us to get by rather inadequately".

Commerce

In the field of commerce there has been little new purchased until just recently, with the result that the collection is made up of many old editions of standard textbooks. There is a distinct lack of new materials and need for an active policy of reviewing holdings and ordering to bring them up to date. This is another area where our weakness in government publications is felt, for they provide valuable material to supplement the regular sources of information. These comments were made particularly with respect to the fields of accounting and marketing. In the fields of commercial law, transportation and administration we are equally weak.

Summary

In fact the library's resources have in the recent past been so poor that some instructors have been forced to plan their courses on the assumption that no help of value would be available. Indeed where instructors have counted on students using library materials they have often faced complaints from their students that books were in such short supply as to be, for practical purposes, unobtainable. The effect of either situation is such as to lower the quality of instruction if it is allowed to persist.

Library Organization and Staff

During 1962-63 considerable re-organization of the library has taken place with the aim in view of tightening up procedures, establishing effective budget control, and re-allocating staff to secure more effective use of their talents. Several of the changes have depended on our securing the services of experienced librarians who could assume responsibility for them, before they could be made.

Each of the librarians of the reference department has been given a multiple assignment including reference service to staff and students, responsibility for an operational area such as the book order department, or periodicals and government publications, and responsibility for an area of subject matter in which she does the final bibliographic verification and coordination of book selection in consultation with members of the faculty in the subject. The routine work of circulation has been assigned to clerical staff freeing the professional librarians to perform duties which require knowledge, judgment and organizational ability.

First, we have been able to stretch the professional staff to cover reference services to students and staff for the 79.25 hours per week which we are open for service. Second, we have reorganized the book selection and order procedure so that librarians and faculty members work in close cooperation on book selection, so that adequate financial and statistical information is available for control, and so that it is coordinated with the classification and cataloguing procedures which follow. Third, we have taken an inventory of the periodical collection, shifted it to a new location where it is under supervision, and completely revised the records to give us the necessary statistical and financial information for proper control. In the process we have set up the records and processing for government publications.

The result of these efforts during the year is that the library is now in a position, given necessary staff, to handle the selection and acquisition of a greatly increased volume of books and other materials needed to support the program of undergraduate instruction of the university, and still maintain the standards of quality which are essential.

On the other hand, if a larger volume of materials is to be ordered we must also enlarge the staff of the technical services which is responsible for the classification, cataloguing and processing of all materials going into the collection. In this area we have instituted changes designed to preserve professional time for professional duties, to simplify procedures and eliminate needless processes. We will be able to apply mechanization to certain routine aspects of the operation to save labour. But behind these routine processes there lie the essential professional tasks of classification and cataloguing which must precede the preparation of books for use.

In terms of overall library staff we compare unfavourably with other universities of our size. Table V presents a comparison with the group of selected universities, arranged by enrolment, showing the number of professional librarians, and the number of clerical staff members. While we show some increase in staff in 1962-63, most of the others would show an increase if the figures were available.

By internal reorganization we have improved our use of existing staff. But it seems unlikely that serious progress can be made in developing our services, and making up the backlog of books which we lack unless serious attention and money is turned to the problem of securing an adequate sized staff.

Table V

| Full-Time Enrolment and Library Staff for Selected Universities 1961-62 (1) | | | | |
|--|-----------------------------------|--------------|------------|------------|
| Institutions arranged by enrolment - 1961-62 | Full-Time Enrolment 1961-62 | Staff | | |
| | | Professional | Clerical | Total |
| Saskatchewan (Main) | 5,493 | 13 | 20 | 36 |
| Manitoba (Main) | 4,433 | 16 | 33 | 49 |
| Sir George Williams (1962-63) | 4,338 (2) (4,645) | 5 (9) | 19 (22) | 24 (31) |
| Western (Main) | 3,716 | 7 | 21 | 28 |
| Queen's | 3,352 | 13 | 18 | 31 |
| Ottawa | 3,294 | 6 | 23 | 29 |
| McMaster | 1,879 | 14 | 27 | 41 |
| Victoria (B.C.) | 1,674 | 8 | 11 | 19 |
| Carleton | 1,553 | 4 | 18 | 22 |
| Assumption | 1,412 | 7 | 11 | 18 |
| Waterloo | 1,105 | 6 | 14 | 20 |

(1) Dominion Bureau of Statistics, University and College Libraries, Academic Year 1961-62, preliminary release, pp. 2-5.

(2) Equivalent full-time student enrolment.

Study Areas

In judging the adequacy of the study areas of the present library it is important to observe the pattern of student use. Throughout the past year we have been keeping track of the number of persons seated in the reading room at regular intervals during the open hours of the library. While the reading room is steadily used in the morning, the late afternoons and early evenings are the periods of heaviest concentration of use. The evening hours are slightly less crowded than the afternoon hours. A large proportion of the evening readers are day students.

This would indicate that the study facilities of the library are not heavily used by evening students, which is understandable when one realizes that most of them work during the day, take classes two or four evenings a week, and must see to their home responsibilities on the remaining evenings. The evening students borrow books heavily but tend to study at home.

Based on the present pattern of use we should aim to provide seating space in study areas for an appropriate proportion of our day enrolment, and this will provide for those evening students who use the reading rooms regularly. It must be emphasized that if this pattern changes as we develop we must be prepared to make the appropriate changes in our planning.

Planning authorities for university libraries urge that seating for the varied study needs be provided for 30%+50% of the enrolment. Where it is the aim of the university and its faculty to urge its students into more critical individual work the demands on the library for study facilities will mount above the minimum suggested above. Not only must an adequate number of places be provided but it is important that a significant proportion of them take the form of study carrells providing for reasonably undisturbed individual work. The importance of this arises from the steadily increasing intensity of concentration demanded by modern university teaching methods which emphasize the critical examination of a variety of sources.

Taking these factors into consideration, how does Sir George Williams stand?

| | |
|-----------------------------------|-------------|
| Full-time day enrolment 1962-63 | 2,415 |
| Study places for 30% of enrolment | 724 seats |
| 50% of enrolment | 1,208 seats |
| Actual accommodation | 300 seats |

Our actual accommodation is supplemented by classrooms made available on a temporary basis for study use. This does not provide a permanent solution to the problem of shortage because for these rooms class needs must come first.

We have, then, between one quarter and one half the desirable number of places depending on the end of the scale from which one approaches the problem. In fact there have been a significant number of occasions when the reading room has been filled to capacity and students have had to turn away. In addition on the frequent occasions when the reading room is used near or at capacity the air takes on a warm, stuffy odour suggestive of a locker room, and this inhibits effective study by inducing drowsiness.

With respect to provision for individual study one must note that we have not a single study carrell, nor do we have space where any could be installed. There are no small conference rooms where several students working on a problem can discuss it and work it out together without disturbing others, in close proximity to the books and reference materials which they may need.

All our reading and study spaces are contained in the one large reading room which also must house the reference department, an area where low talking and consultation must go on between librarians and students. Inevitably this creates some unavoidable disturbance, as do students wishing to consult with one another on legitimate matters of study. So far as the person intent on individual study is concerned, the large "drill hall" type of reading room with row on row of tables is such as to provide the maximum of distraction by sight and by sound.

The problems stem from the fact that the circumstances of our growth, the nature of the educational program, and the needs of students place a pressure on us to provide for three separate and to some degree incompatible functions in one large reading room--reference service, consultation and group study, and individual study.

The present space set aside for the display and use of periodicals and government documents is at a bare minimum allowing for virtually no expansion, nor providing any significant seating space. Though we possess one microfilm reader it must be located along the wall of the stack on the aisle leading to the fire exit, a situation by no means satisfactory. Nor is there any adequate space available at present in which microfilm or microcard readers could be set up for proper use. This problem warrants serious consideration since we will be increasingly dependent on micro-materials to fill the gaps in runs of back volumes of periodicals and journals which have been missed over the past years.

Finally, the use of the special materials for fine arts such as phonograph records, slides, and reproductions of paintings present their own particular problems. The fine arts program requires rooms equipped so that students can listen to a record and at the same time follow the musical score, or view and examine slides or reproductions of important works of art. This is not a question of casual listening or viewing but of intense and serious study.

We must conclude, then, that as far as study and reading areas are concerned we are deficient

- (1) in the total number of study seats available,
- (2) in the design of existing facilities which mix in one area reference service, group consultation and study, and individual study--three legitimate and necessary but incompatible functions,
- (3) in space necessary to provide standard and necessary facilities for the adequate use of periodicals and journals, government documents, micro-materials and their related readers; and the housing and use of slides, phonograph records, and reproductions, necessary for the fine arts program.

Work Space for Staff

At our present level of acquisitions and services the work areas for the various departments would rate as follows:

| | |
|-------------------------------|---|
| Catalogue Department | - barely adequate. |
| Order Department | - barely adequate. |
| Circulation Department | - require about 200 sq. ft. to handle work required during the year. |
| Reference Department Workroom | - require about 200 sq. ft. to provide work stations for shelving, files, desks and other furnishings for librarians and clerical assistants working on book selection, periodicals, government publications, inter-library loans and related duties. |

The great weakness lies in the fact that these present work areas were not planned with any functional relationship in mind when the present library was built, hence a great deal of staff time is wasted in moving from one department to another where related work must be done. The present library is not constructed in a manner which would allow relatively inexpensive rearrangement of space.

With respect to the provision of private or semi-private office space for persons in supervisory positions who must deal from time to time with personnel matters, there is no such office space in the Catalogue department or the Circulation department each of which are operated by relatively large staffs.

One must emphasize that this assessment of the adequacy of work areas applies to present conditions as they have been in evidence during this past year when the rate of cataloguing was about 7,300 volumes, when services to students and faculty were at a rudimentary level and in the process of reorganization. There is every reason to believe that now the periodicals and government publications sections have been reorganized to provide a significantly improved service to students and faculty, they will be heavily used in the future. As students realize that they can come to the library with some reasonable expectation of securing assistance with their work they will come in increasing numbers. The beginning of such a trend has been evident even within this past year.

If the rate at which books and other materials are acquired increases substantially (as it must if service is to be maintained and developed), there will be need for a larger staff to meet the pressure for increased service, and consequently the need for additional work space.

The Role of the Library

A year's observation, work, and discussion with members of the administration and faculty leads one to conclude that the library, rather than being regarded as the central core of intellectual sustenance around which the academic activities of the university revolved, has been a forgotten part of the institution at best regarded as of peripheral interest. Because it has not grown with the university it has been unable to provide the necessary support for the academic program, and because it failed in this the faculty and students lost faith in it, and were discouraged from using it. There has been a vicious circle which must be broken if the library is to begin to take its logical and necessary place at the heart of the academic program. What then is the role and function of the university library?

The word "library" needs redefinition to lay emphasis on the function of communicating ideas. In our day it is no longer enough to regard a library as a place where books are stored and available if wanted. In practice this means that the library's collection, buildings, services and internal organization must be planned and developed in the fullest cooperation with the faculty to provide the maximum of service and positive contribution to the education of students, and to the work and performance of faculty members.

Faculty members and students should expect and be able to secure a wide range of information not after waiting two or three weeks or months, but immediately when needed. With the increasing emphasis on independent study, the librarians must be concerned with the use made of the library materials, and must be available and capable of informally assisting students to find their way through the maze of resources at their disposal. In this respect the librarians become, in a sense, informal members of the faculty.

On the other hand, in building the collection of books and the wide range of other materials, the librarians must work in constant contact and consultation with members of the faculty. For though faculty members may be specialists in their own fields, in most instances because of their teaching responsibilities they lack the time required for checking book reviews and selecting books beyond the range of their relatively narrow interests. To maintain a balance in the collection the professional librarians must perform the task of coordinating book selection so that weak subject areas are strengthened and to ensure that no basic item for any field is missed. This must be done by assigning responsibility for subject areas to members of the professional staff of the library, and this requires that in the future we must attract subject specialists as we expand.

The library should be viewed as a positive force in the educational picture, not just as a passive service. To this end we must plan our collections, our facilities, and our staff.

Our present situation is weak. Most universities have followed the practice of developing their libraries as they have expanded. For good and sufficient reasons Sir George Williams has been unable to follow this pattern.

I must recommend, therefore, that the Board study the situation and give serious consideration to embarking on a long term emergency program to remedy the deficiencies which have built up over two decades.

The problems of shortage of space can be borne temporarily, with perhaps some rented work areas, until the new Burnside building is completed with its library facilities, and the library facilities of the Drummond building can be rearranged and enlarged.

The priority matter which we cannot afford to wait on is the rapid enlargement of the collection, so that when the sudden and drastic increase in enrolment occurs with the new building the library will not slide back again to the relative level at which it now rests.

Recommendations

I present for your consideration the proposal outlined in Tables VI and VII for planned expansion through the next five year period. Such a program would bring about substantial improvement in the collections and services available to members of the student body and faculty alike, though it will by no means bring them to an ideal level. The program must be a continuing one if we are to approach our sister institutions, and make it possible for us to supply the needs of our own undergraduate program.

The question of current finance is a crucial one depending as it does on a combination of support from the federal government, the provincial government and private sources, and further complicated by the need to raise substantial capital funds during this same period. Conscious of these problems I have developed this as a minimal program of growth. To emphasize the minimal nature of this proposal may I point out that though the collection will have tripled in size, because of the increased enrolment during the period we will have made a gain of only 20% in terms of the A.L.A. Standards, reaching a level of 40% of the standard. Should additional funds become available during the period they can be readily used to advantage in overcoming library deficiencies more rapidly.

The five year program finds a logical division into two periods at the end of 1965-66 when the science library quarters in the Burnside building will be ready for occupancy, and the library will be able to expand its other divisions in the Drummond building. During the first three years the greatest emphasis is on developing the collection in preparation for the increased enrolment when the new building is ready. Within the limitations of our present space we will develop services but this will be restricted during the period. While expansion of the collection will continue after the opening of the new building, emphasis in the last two years must shift to providing basic library services which we lack, and which are the necessary complement to the collection.

1. Expansion of the Collection

In general we must commence the expansion of the collection at once, and should move ahead at an increasing rate in order that adequate preparation can be made for the increase in enrolment following the completion of the Burnside building. Such a program as the one outlined will require in addition to increased expenditure on books, other library materials, and binding, provision for additional staff, furnishings, equipment, supplies, and rented space into which the technical services (catalogue and order departments) can expand to handle this job.

Table VI

| Proposed Minimum Expansion Program for Sir George Williams University Library Collection | | | | | |
|---|----------|----------|-----------|-----------|-----------|
| | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 |
| <u>Collection at beginning of year:</u> Number of volumes | 53,400 | 64,080 | 80,100 | 104,130 | 135,369 |
| Proportion of A.L.A. Standard | 20% | 23% | 28% | 26% | 32% |
| <u>Add books during the year:</u> Number of volumes to be added | 10,680 | 16,020 | 24,030 | 31,239 | 40,610 |
| Rate of increase as a % of collection at beginning of year | 20% | 25% | 30% | 30% | 30% |
| <u>Collection at year end:</u> Number of volumes | 64,080 | 80,100 | 104,130 | 135,369 | 175,979 |
| Estimated cost of books to be added | \$35,500 | \$96,000 | \$144,000 | \$150,000 | \$187,000 |

Standard of the collection at the beginning of 1968-69:

Estimating an EFTS enrolment of 8,300 for the academic year 1968-69 the collection of approximately 176,000 volumes will be 40% of that recommended by the A.L.A. Standards. This will represent an improvement of 20% from the beginning of 1963-64.

Table VII

Proposed Budget Schedule for a Five Year Program of Expansion
and Development of the Library Collection and Services

| Budget Items | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 5 Year Totals |
|---|-----------|-----------|-----------|-----------|-----------|---------------|
| Books | \$35,500 | \$96,000 | \$144,000 | \$150,000 | \$187,000 | \$612,500 |
| Serials (i.e. journals, abstracts, indexes, gov't doc.) | 12,900 | 15,000 | 18,000 | 22,000 | 25,000 | 92,900 |
| Binding | 7,000 | 10,000 | 15,000 | 18,000 | 22,000 | 72,000 |
| Salaries | | | | | | |
| Admin. | 3,700 | 3,900 | 14,200 | 18,600 | 19,700 | 60,100 |
| Public Services | 101,900 | 123,500 | 174,800 | 303,000 | 321,600 | 1,024,800 |
| Tech. Services | 52,500 | 74,500 | 104,500 | 143,100 | 149,800 | 524,400 |
| Total | 158,100 | 201,900 | 293,500 | 464,700 | 491,100 | 1,609,300 |
| Furnishings | 2,095 | 4,100 | 9,900 | 12,000 | 4,000 | 32,095 |
| Supplies | 3,200 | 6,000 | 9,000 | 12,000 | 15,000 | 45,200 |
| Equipment | 900 | 6,000 | 8,800 | 6,500 | 4,000 | 26,200 |
| Fees | 170 | 300 | 300 | 400 | 400 | 1,570 |
| Conf. & Travel | 700 | 1,000 | 1,000 | 2,000 | 3,000 | 7,700 |
| Rent | -- | 9,000 | 9,000 | -- | -- | 18,000 |
| Total | \$220,565 | \$349,300 | \$508,500 | \$687,600 | \$751,500 | \$2,517,465 |
| No. Students | 4,998 | 5,206 | 5,374 | 7,600 | 8,000 | 31,178 |
| Lib. Exp. per Full-Time Student | \$44.15 | \$67.09 | \$94.62 | \$90.47 | \$93.94 | \$80.71 |

The budget for 1963-64 has already been established in broad outline. We hope to secure a head for the technical services division who will assume responsibility for planning and directing this area of the library's operation. We will acquire new material to the limit of our resources, catalogue these items and a large number of donated books which have accumulated over the past several years. By so doing we will clear the decks for the expansion to follow, and will have had time to study and organize the production procedure involved for the larger scale operation.

In 1964-65 we will require a substantial increase in staff, and the furnishings, supplies, and equipment for them to handle the increased volume of acquisitions. To accommodate them we will have to secure additional work space for technical services, and it is for this that the provision for rent appears for two years.

The rate of expansion reaches a peak of 30% in 1965-66, the year immediately before we enter the new building as preparation for the move. It has been delayed to this point so that we will hold off until the last possible moment the problem of running out of book stack space in our present building. Nevertheless, there is a possibility that we may be forced to store books temporarily before the new building is ready.

Throughout this period in addition to directing the daily operation, the head of technical services will be involved in the planning of new quarters in the altered Drummond building for this division of the library.

It is proposed that growth continue at the same rate--30% of the collection at the beginning of each year--for a number of years until we are able to increase the size and variety of our holdings to support the undergraduate program, faculty needs, and undoubtedly graduate work. This will, of course, require budgetary provision for periodic additions to staff, furnishings, supplies, equipment, as well as books, other library materials, and binding.

Clearly such a program will make a substantial difference to both the size and quality of the collection needed to support the university's program. Still it bears repeating that though the collection will have tripled, we will have improved our position with respect to the A.L.A. Standards by only 20% bringing us up to 40% of the standard, and this because of the sharp increases in enrolment. We will have increased our holdings from an average of 10 books per full-time student at the end of 1961-62, to 21 books per student at the commencement of 1968-69. (For a comparison with the selected universities see Table III, p. 10.)

2. The Development of Services to Students and Faculty

Because of the space limitations in our present quarters we will be able to make no great extension of service other than that which flows from a growing collection and a better organized one. We will, nevertheless, require additions to staff both professional and clerical, during the first two years of the program, as demands for service grow, and as the diversity of the collection increases. The additional reference librarians will devote a substantial portion of their time to bibliographies in the various subject fields and play a crucial role in the selection and coordination of book purchases in close consultation with members of the faculty. They will be occupied in large part with the development of the collection.

During 1965-66, beyond the normal staff to man existing services, we will have to make senior appointments of persons who will be in charge of the divisional libraries after the completion of the new building. These persons will have an active part in planning the detail of the services and equipment, the selection and training of their staffs, and the plans for moving.

In the last two years we will require substantial additions to the staff of the public services to provide basic services of the Humanities Library, the Social Sciences Library, the Science Library, and the Reserve Reading Room.

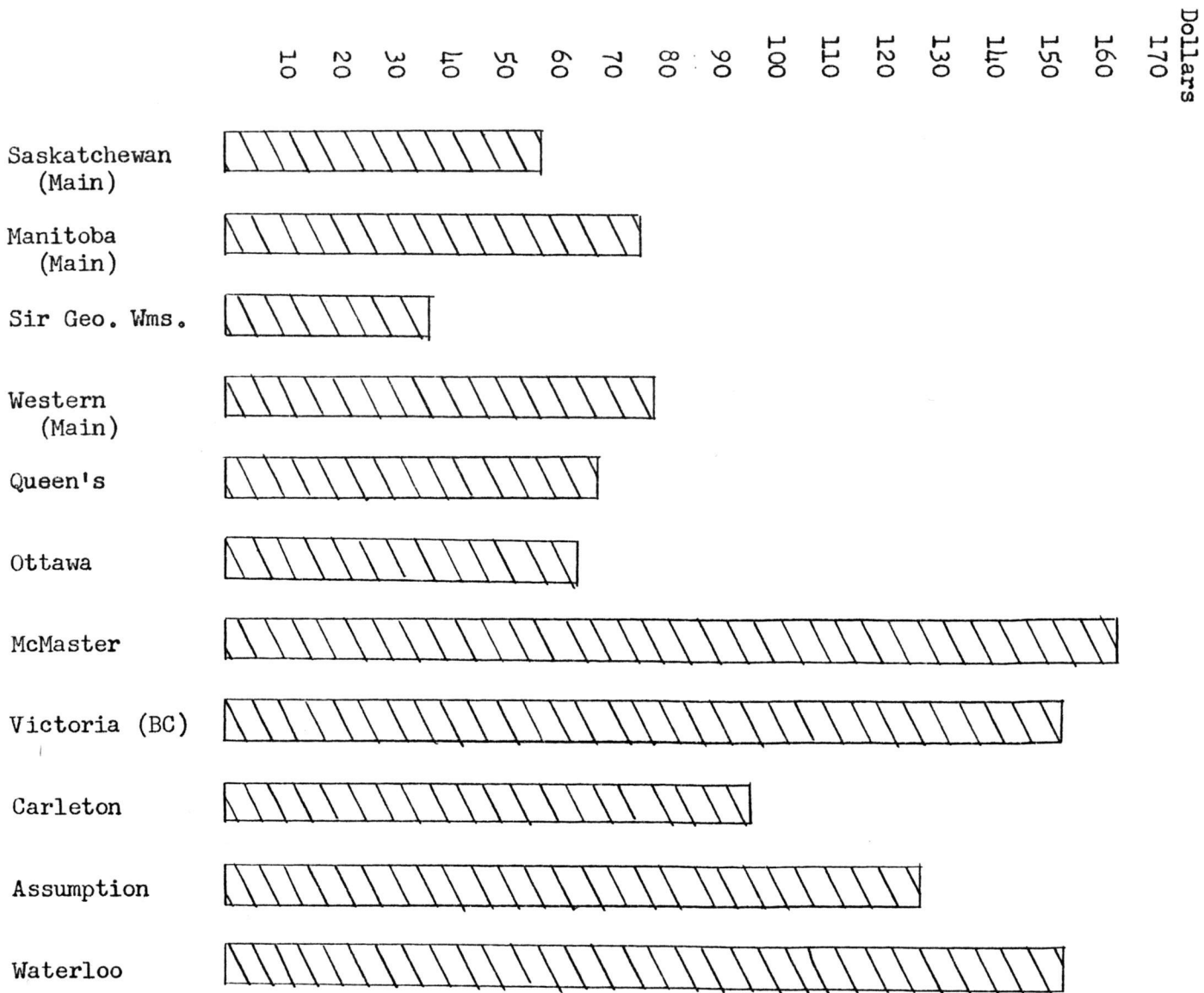
The services to be developed would, I expect, include free access to an open shelf collection with control points at the library entrances, expanded study areas, more specialized reference and bibliographic service, facilities for the use of micro-materials, audio-visual materials, records, slides and fine arts reproductions, and extended service with respect to journals and government documents. These services available in conjunction with an improved collection will make possible an academic program of greater variety and depth.

Presuming that these expenditures can be made, it is important, if they are to have maximum effect, that the development of the library's collection and services be worked out in close consultation with the appropriate faculty bodies. In this way the most essential needs can be given priority in planning.

The five year budget program outlined in Table VII has been prepared to give a realistic picture of the cost of library development at what is a minimal level. While there might be variations as such a plan progressed, there is little doubt that the totals suggested are of the proper order of magnitude for the task to be accomplished.

A glance at the last line of Table VII will reveal that the average library expenditure per full-time student rises to \$94 in 1967-68. Comparison with Chart V which gives the same information graphically for the selected group of universities in 1961-62, indicates that an average library expenditure per full-time student of \$94 would in no way be an extravagant outlay in terms of providing the collection and services necessary.

Chart V
Library Expenditure per Full-Time Student
for Selected Universities
1961-62 (1)



(1) See Table IV, p. 11.

Realizing that there might be serious difficulty in raising the necessary money for such a planned program of development, I felt, nevertheless, that the problem of providing library service should be presented as objectively as possible. Only by knowing the full dimensions of a problem can successful steps be taken to overcome it. It is in this spirit that I present the report and recommendations for your consideration.

Respectfully submitted,

A handwritten signature in cursive script, reading "Keith Crouch". The signature is fluid and elegant, with the first letters of the first and last names being capitalized and prominent.

Keith Crouch
University Librarian